

School Improvement Grant- Heart Butte Schools District Action Plan (DAP) and Implementation



Developing and increasing teacher and school leader effectiveness.

(1A) Replace the principal who led the school prior to commencement of the transformation model.
(Required if leader had been in position for previous years)

(1B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. (Required)

- Training on E-PAS system and development of goals
- Training and use of a 3rd Party Evaluator for administration

(1C) Identify and reward school leaders, teachers and other staff who have increased student achievement and / or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. (Required)

- E-PAS evaluation system
- Staff incentives

(1D) Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. (Required)

- Onsite Professional development (Infinite Campus, MAP testing, English Academic Language, Computer technology)
- Book studies (Simplifying Response to Intervention, Danielson Framework)
- Onsite coaching with Administration, teachers, Para educators, students and school board

(1E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. (Required)

- Recruitment and retention bonuses
- Recruitment fairs
- New Teacher Classroom Readiness to include planning time and materials
- Conference travel opportunities
- Paraprofessional coursework to obtain teaching certification

(1F) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (Optional)

(1G) Institute a system for measuring changes in instructional practices resulting from professional development. (Optional)

Comprehensive Instructional Reform Strategies

(2A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. (Required)

- New curriculum materials for Social Studies. Alignment to standards through development of curriculum mapping.
- New curriculum materials for Jr. High Math and Reading.

(2B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. (Required)

- Support and training for use of Infinite Campus
- Continuation of MAP assessments and training
- Training, support and evaluation of WIDA, ACT and SBAC data

(2C) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (Optional)

- Support and training for use of Infinite Campus
- Onsite coaching support with data review and teacher support for effectiveness

(2D) Implement a school wide response to instruction/intervention (RTI) model. (Optional)

- Use of MAP data to identify student needs and apply in-class interventions
- Use of book study during teacher professional development to align to goals

(2E) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (Optional)

- Training and support of WIDA standards and assessments
- Purchase of materials for Special Education including SMARTBoard, Chromebook and adaptive technology, curriculum programs and support

(2F) Use and integrate technology-based supports and interventions as part of the instructional process. (Optional)

- Audit, inventory and update system servers, computers and programs
- Purchase new Chromebooks and computer accessories for increased teacher and student use
- Mobile computer lab of Chromebooks for student use
- Purchase and training in use of teacher laptops, Google Docs, and SMARTboards
- Use of Infinite Campus to monitor academics and behavior
- Support to utilize the Early Warning System

(2G) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students. (Optional)

- Teachers using prep periods to teach additional higher level and dual-enrollment courses
- Support to utilize the Early Warning System
- Onsite coaching support for scheduling, calendars, instructional effectiveness and student engagement

Increasing learning time and creating community-oriented schools

(3A) Establish schedules and strategies that provide increased learning time that significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development. (Required)

- Increased learning time with Summer School
- Support for scheduling and calendar
- Early student release days 2 times a month for teacher professional development
- Updates to Library/ Learning center
- Industrial Art supplies to ready new program

- Student Dual Enrollment to Aaniiih Nakoda College through scheduling, incentives and counselor support
- Extended Learning Opportunities and field trips to engage students outside of the classroom.

(3B) Provide ongoing mechanisms for family and community engagement. (Required)

- Community celebrations including Back to School, Data celebrations, Christmas events and onsite programs
- School pride and self-pride focus through service learning projects such as Red Ribbon week
- Support for Student Council and youth leadership through Student exchanges, youth collaboration with area schools,
- Funding for development of student music studio equipment and training.
- Additional entrepreneur and business development through American Indian Business Leaders (AIBL)
- Tribal outreach and support

(3C) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organizations), and others to create safe school environments that meet students' social, emotional, and health needs. (Optional)

- Wrap Around Facilitator
- Elder knowledge implementation
- Attendance at Montana Indian Education Association (MIEA) conference

(3D) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (Optional)

- Student Council, student council events including school, reservation-wide and state-wide opportunities
- Support and advocate the continued use of an advisory period

(3E) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (Optional)

- Dean of Students
- Alignment of MBI goals and a student behavior and attendance incentive plan
- Morning drum gathering
- Indigenous MBI practices

Providing operational flexibility and support

(4A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. (Required)

- SIG meeting operational costs
- Onsite support with School Board Coach, Wrap Around Facilitator, Transformational/ Instructional Leader, SIG Director, Student Achievement Specialist, Youth and Community Specialist.
- Support transition and necessary support for students moving from Thunderbird Academy into mainstream schedules.

(4B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (Required)

- Board trainings including MCEL, Retreats and onsite support